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RESEARCH DEPARTMENT*

Purpose of a Research Department. Many teachers realize that the results of their teaching could be markedly improved by the solution of a number of problems. For example, we do not know definitely the best method for making our pupils more accurate in computation. It would be easy to make a long list of problems that challenge careful thought. THE MATHEMATICS TEACHER may possibly serve as a means of mobilizing thought on these problems and as an organ for placing the valid claims of mathematics with reference to the debated questions before the public. Some problems require that the data be assembled from many sources, reflecting a wide selection of pupils, teachers, courses and the like. It seems that THE MATHEMATICS TEACHER can be particularly helpful in attacking problems that require extensive cooperation. It is fascinating to speculate what forward strides the teaching of mathematics might be able to take if three mathematics teachers in each State gave from two to four hours each month to the solution of some one well-defined problem.

*Beginning with this month, The Mathematics Teacher will include a section devoted to Research Problems. Communications should be directed to Mr. Raleigh Schorling, who is in charge of this department.

Plan for Carrying Out the Investigations. With this in mind, each subsequent issue of the journal will (1) define a single problem to be studied, (2) list the data to be collected, (3) state the manner in which the data are to be reported, and (4) summarize results of data submitted on problems published in preceding issues.

The material will be assembled and findings reported back to the readers of the journal. The editor assures us that space will be available for giving due credit to all who contribute to the solution. Problems will be chosen such as require only a few hours from any one individual worker.

The Problem. To study the relation between general intelligence of pupils and achievement in a demonstrative geometry course.

What Data to Collect. The readers interested in this problem are asked to report:

(1) One or more full class lists of pupils who began plane geometry.

(2) The names of the texts used in grades 7, 8, 9 and 10. (The purpose here is to get an accurate picture of the mathematics which the pupils have studied.)

(3) The final mark of each pupil in plane geometry for the first semester (or the second semester or for both semesters).

Summary Table. A statistical study of the data submitted will be reported to the reader. The amount of relationship between intelligence and achievement in plane geometry will be determined by the coefficients of correlation found. If a school prefers not to have its name published, that fact should be stated at the head of the report.

Where and When to Send Materials. Address all communications to THE MATHEMATICS TEACHER (425 West 123rd Street, New York City), attention of the Research Department. Data relating to the first problem should be sent not later than July 1st.